LIBRARY AND INFORMATION EDUCATION AT ISLAMIC UNIVERSITIES IN INDONESIA: OBSTACLES AND OPPORTUNITIES

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Abstract. The Library and Information Studies programs at Islamic universities in Indonesia were born from the idealism thought that the advent of globalization era is a reality fact that we have no choice but to face and anticipate it. This is, not only as a challenge toward social culture and social religious for each society group or country, but also as an opportunity for all people to enrich their vision and empower their identity. The establishment of these library studies programs at state Islamic universities in Indonesia also has a pragmatic background, the real needs of professional librarian provision to fulfill the expectation of people in improving the quality of Islamic educational institutions is very high. It means that the absence of this library and information education, including that is characterized by Islamic literatures, in Indonesia will cause stagnation of our efforts to improve the quality of Islamic educational institutions as a whole. In Indonesia among Islamic universities, which are offering library and information science program, are Arraniry State Islamic University, Imam Bonjol State Islamic University, Sunan Kali Jaga State Islamic University and Syarif Hidayatullah State Islamic University. In general, at least, there are three similar elements in the mission of the library and information program offered in Islamic Universities. Firstly, to be involved actively in developing librarianship sciences in Indonesia, specifically related to Islamic sciences. Secondly, to fulfill the needs for professional librarians for all kinds of library, documentation and information centers, especially in Islamic educational institutions like madrasah libraries (Islamic school libraries) and Islamic university libraries. And finally, to apply and anticipate the global development of information technology for improving library services. Our mission in establishing the program of library and information sciences is not only to prepare professional librarians but also to keep in touch with all our stakeholders in the government and private sectors.

State Islamic Universities and Its Social Responsibility in Education Sector

Although the largest population of Indonesia is Muslim, it is not an Islamic state neither is it a secular state. The Indonesia constitution is based on Indonesian nationalism and the religious pluralism of its citizens. At the time of independence, an Islamic Education system provided for the Muslims' rights to Islamic education. The Islamic Education system that parallels the national education system under the National Ministry of Education is administrated by the Ministry of Religious Affairs. This Islamic education system serves Muslim from low and middle-lower socio-economic group in rural areas and the urban fringes, a segment of society representing between 20 and 25 % of the population (IAIN Indonesia Social Equity Project, 2000). The Islamic education system, which includes public and private institutions covering basic, junior secondary, secondary and tertiary level education, operates throughout Indonesia. It is estimated that there are 22.799 at the elementary level that consist of public 1.482 (6, 5%) and private madrasahs 21.317 (93, 5 %), 10.792 at the junior high school level that consist of public 1.168 (10, 8 %) and 9.624 (89, 2 %) private and 3,772 at the senior high schools that consist of 557 (15, 3 %) public and 3.195 (84, 7 %) (Biro Hukum & Humas Depag. 2006).

Muslim scholars play important role in Indonesia as teachers and leaders and have a great influence on the thinking and behavior of Muslims in their communities. Through national networks they also play an important role in educating their followers, in mobilizing the grass root and in creating national policy. Modernization demands including Islamic education system that are provided by Muslim scholars and religious leaders have been responded by many Muslim elements positively. State Islamic Universities have social responsibility in upgrading Islamic basic education in Indonesia for the vast network of public and private basic Islamic schools, and the development of library and informa-

tion education become one of important programs. Library and information education development program at state Islamic universities have significant role in upgrading and providing the number of trained librarians Islamic basic schools. Therefore, the development of library and information science education at state Islamic universities especially at both Sunan Kali Jaga state Islamic University, in Yogyakarta and Syarif Hidayatullah state Islamic university in Jakarta was chosen as important program during co-operation between state Islamic universities and Mc Gill University Canada. Through this program, both state Islamic universities will be able to strengthen education system especially in madrasahs (Islamic schools) by providing educated and trained librarians for madrasahs and form links with community-based schools.

General Features of Library Education Programs

There are four state Islamic universities that offer professional education in library and information science in Indonesia, two in Sumatera Island namely Ar-Raniry state Islamic University in Banda Aceh and Imam Bonjol state Islamic university in Padang and the other two in Java Island namely Sunan Kali Jaga state Islamic university in Yogyakarta and Syarif Hidayatullah state Islamic university in Jakarta. In the beginning, all library education programs at the first three institutions offer only Diploma 3 (non degree), except at Syarif Hidayatullah state Islamic university offer undergraduate degree. Among those four state Islamic universities Ar-Raniry state Islamic university in Aceh was the first institution that established library education program in 1995. Then the program was followed by Imam Bonjol state Islamic university and Sunan Kali Jaga state Islamic University in 1998. While Syarif Hidayatullah state Islamic university Jakarta established the program in 1999. In 2002 the Sunan Kali Jaga State Islamic University then opened also undergraduate level of library education.

The departments responsible for library education are operating at same levels. The program of library and information science is offered by the Faculty of Adab (Art) and Humanities.
All certificates and diplomas awarded by library education institutions use the nomenclature 'library and information science. The duration of the diploma 3 program can be finished within three years, while the undergraduate degree (BA in library and information science) takes up to four years. Students can gain certificate of diploma 3 with minimum between 110 to 115 credit hours. While undergraduate degree is required to finish approximately 150 credit hours. Table 1 shows the institutions, year of establishment, unit responsible for library education, academic affiliations, program levels, nomenclature used for certificates/diplomas and duration of studies for library education at the Islamic state universities in Indonesia.

Table 1. General Features of Library Education Programs at Islamic State Universities in Indonesia

Institution	Year of Establishment	Unit responsible for library education	Academic affiliations	Program/level	Certificate/diploma nomenclature	Length Credit Duration
Ar-Raniry state Islamic University (Banda Aceh)	1995	Department of library science	Faculty of Adab (Arts)	Diploma 3	• Diploma in library science	110 / 3 years
Imam Bonjol state Islamic University (Padang)	1998	Department of library science	Faculty of Adab (Arts)	Diploma 3	Diploma in library science	115/ 3 years
Sunan Kali Jaga state Islamic University (Yogyakarta)	1998 2002	Department of library science	Faculty of Adab (Arts)	• Diploma 3 • Undergraduate (become)	• Diploma in library science • BA in library science	• 111/ 3 years • 148/4 years
Syarif Hidayatullah state Islamic University (Jakarta)	1999	Department of library science	Faculty of Adab and Humanities	Undergraduate	BA in library science	150/ 4 years

Curriculum

Various guidelines are used as references of library school curriculum at all four State Islamic universities in Indonesia. The design of curriculum usually refer several recognized universities that offer library and information program such as University of Indonesia, Mara Institute Technology, International Islamic University Malaysia, and Department of Library and Information Science Mc Gill University, Canada.

Generally, the curriculums used at the department of library and information divided into three components of course groups. First component is called '*General Courses*', these courses are known as institutional curriculum and all students from all faculties or departments are required or compulsory to take them. These courses include civic education, methodology of Islamic studies, Islamic theology, ulumul Qur'an, ulumul hadith, and fiqh and ushul al-fiqh. Second component is called '*Basic Skills of Courses*' these courses are also known as faculty curriculum where each faculty has specific courses students must take these courses. It consists of English language, Arabic language, Indonesia language, history of Islamic civilization, basic cultural sciences. And the third component is called '*Professional skill Courses*' this component is also known as department curriculum that each department has specific courses that relevance with its discipline studies. This component of courses is divided into three groups of courses. Firstly, a group of introductory courses that it consist of introduction of library science, introduction of communication for library, introduction of psychology for library, basic information organization, introduction of archive and documentation, management of information institutions, research methodology in librarianship. Secondly, a group of core courses that includes classification, cataloguing, transliteration and transcription, indexing and abstracting, thesaurus, conservation and preservation of library collection, library cooperation, general reference services, management of collection development, management of publishing industry, Islamic reference services, information service marketing, information service for children, and application of information technology library automation, audio visual and multimedia technology. Thirdly, a group of elective courses that include story telling, philology, management of public library, management of school library, management of academic library, management of special library. Table: 2 show general features of library and information sciences at state Islamic state universities.

The Obstacles of Library Education

We are really aware that to realize our mission is not an easy task. Although, the establishment of these programs at state Islamic universities in Indonesia are very potential to support our efforts to improve the quality of national education system as a whole, unfortunately, it still faces many obstacles among them are:

1. Limited budget. Limited budgets faced by library education at state Islamic universities cause many programs cannot optimally be implemented especially not only in completing the needed infrastructures but also in developing human resources development.
2. Limited supporting facilities. Limited supporting facilities for both lecturers and student that include library resources and internet access for the purpose of teaching and learning process make them difficult to up date their knowledge independently.
3. Human resource development. The problem of human resource development is very serious at state Islamic universities. This problem is very closely with the problem of limited budget. Most state Islamic universities don't have enough budgets to support financially the lecturers to enhance their academic performance. Lecturers have to seek by themselves sponsors or funding agencies in order to support their participation in various international or national events. This condition makes many lecturers passively in responding various opportunities to participate any seminars or conferences in the scope of international or national.
4. Lack of government political will. The government still considers librarian is not important profession. The government should plan to assign formation of librarian as a part of national planning in human resource recruitment especially for empowerment of library role in educational institutions to enhance the level of quality education.

Table 2. General Features of Library and Information Science Curriculum

No.	Group of Courses	Name of Courses	Credit Hours
1.	General Courses (institutional curriculum)	1. Civic Education	2
		2. Methodology of Islamic studies	2
		3. Islamic Theology	2
		4. Philosophy (including Islamic philosophy)	2
		5. Qur'anic Studies	2
		6. Hadith Studies	2
		7. Fiqh and ushul al-fiqh	2
2.	Basic Skills of Courses	1. Arabic language	8
		2. English language	8
		3. Indonesia language	2
		4. History of Islamic Civilization	2
		5. Basic Cultural Sciences	2
3.	Professional skills		
	I. Introductory courses	1. Introduction to library science	4
		2. Introduction to communication for library	2
		3. Introduction to Psychology for library	2
		4. Basic Information Organization	3
		5. Introduction to archive and documentation	2
		6. Management of Information Institutions	4
		7. Research Methodology in Librarianship	4
		8. Introduction to statistic for librarianship	2
	II. Core Courses	1. Classification	4
		2. Cataloguing (Book & Serials)	4
		3. Cataloguing (Non Books)	4
		4. Transliteration and Transcription	2
		5. Indexing and Abstracting	2
		6. Thesaurus	2
		7. Conservation and Preservation of library collection	2
		8. Library cooperation	2
		9. General reference services	4
		10. Islamic reference services	2
		11. Management of publishing industry	4
		12. Management of collection development	4
		13. Information service marketing	2
		14. Information service for children	2
		15. Application of information technology	4
		16. Library Automation	4
		17. Audio Visual and Multimedia Technology	4
	III. Elective Courses	1. Story telling	2
		2. Management of Public library	2
		3. Management of School library	2
		4. Management of Academic library	2
		5. Management of Special library	2

The Opportunities of Library Education

In Indonesia, many people said that librarian is as a rare person. It is because that the work of a librarian is not considered by most people to be that of a professional. Any one who chooses to be a librarian as his or her profession, he or she will be regarded as a rare person. Actually, a librarian is a future person. It means that librarians are much needed especially in the era of information. Educated librarians are needed to serve people to meet their information needs. There are at least four reasons that library and information education in Indonesia is needed especially in the sector of education:

1. Many librarians who work in libraries but their educational backgrounds are not in librarianship. Actually they need formal education in librarianship to be recognized as professional librarians.
2. For formal educational institutions, thousands even ten thousands educated librarians are needed. Imagine the total number of educational institutions which is estimated approximately 200.000 institutions from the level of basic education to the level of higher education, public and private institutions either under administration of Ministry of National Education and Ministry of Religious Affairs.
3. In the era of Local government autonomy can be a great opportunity for librarians. Around 435 counties or cities need educated librarians to handle and manage public libraries, school libraries and special libraries that become under their responsibility.
4. Library and Information education at the four state Islamic universities, actually, has wide networking with other elements and those elements can be useful partners to upgrade the quality of library education. They are:
   a) Ministry of Religious Affairs
   b) Department of library science Mc Gill University
   c) Ministry of National Education
   d) Other institutions that offer library education program
   e) Indonesian Librarian Association
   f) Indonesian Publisher Association
   g) National Library of Republic of Indonesia
   h) Public Libraries
   i) Alumni

Conclusion

Although the library education program at state Islamic universities is much needed, such existing programs relatively are still not very long. The most important aspects that should be improved in order to achieve the targets are by completing supporting facilities and enough budget and supporting students and lecturers to be able to update their knowledge independently.

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